

## Writing to Learn Strategies

# MATH

**Directions:** Under each strategy category, describe how you used the strategy in your class. Sign off on your idea by adding your initials in parentheses. Add a post at least once per week so that each person has a total of at least **4** posts by Nov. 10th. The more we share, the more ideas we receive!

### Review of Strategies So Far

**Admit/Exit Slips:** Upon entering or exiting the classroom, students write on an assigned topic, reflecting on a lesson, etc.

**MVP-Most Valuable Point:** Using a text or topic studied in class, students identify the most valuable point and record that idea along with why they think it is important to their learning. Students share with those around them while the teacher listens for themes.

**One Minute Reflection:** While teaching a concept, the teacher stops periodically and asks students to reflect on their thinking/learning about the concept at that moment. Some sentence starters include: "One thing that became clear to me today is . . . ," "Some questions I still have . . . ," etc. Students can share with others in partners, using a Whip Around, etc.

Admit/Exit Slips	MVP-Most Valuable Point	One Minute Reflection
Warm Up: If today could be expressed as a fraction, what might it be? Explain. (Verdon)(TV)	"Reading this story problem, what are the most valuable points?/What keywords tell us what to do? Summarize the problem in your own words below." (EA)	In your opinion, why is it important to use order of operations? - I put this on the end of my Post Test for order of operations. (DW)
I used the exit slip. We were doing a read aloud and at the end of the period the student had to write a prediction as to what was going to happen next in the book. (TV)	After notes have the students write a one minute reflection about the steps needed to solve the math concept, or their level of understanding. (KS)	What is the difference in the steps that you use to add positive and negative numbers versus the steps you use to subtract positive and negative numbers. (JLT)
I used the exit slip. When we started on fractions I asked the kids to write five things that they remembered about fractions or five things that	I had the students explain the process of solving an addition problem using a combination of positive and negative integers. What rules do they use to	"On a scale of 1-10, how comfortable do you feel multiplying fractions? Explain your choice." Later . . . "Some questions I still have about

they had problems with concerning fractions.	process the answers. (Easley)	this practice page OR show me how you work out a problem.” Later . . . “If you give me advice on how to help you with this concept, what could we do in class tomorrow that would help you to understand it more clearly?” (EA)
Admit slip: “Using the words NUMERATOR, DENOMINATOR, and WHOLE NUMBER, explain how to change mixed numbers into improper fractions.” (LR)	Write a one minute reflection about rational numbers. What did you like? What did you dislike? (stoelk)	“What were your feelings about negative numbers before we started this unit?”(DS)
Admit Slip: I use a 7th grade review book that I try to use everyday as a general review, preview and ideas we are covering now. JAP	On a piece of paper write down what level of understanding you are 1-4 and tell me in your own words what you learned today (KS)	Write in a complete sentence what you learned this week in math class. (NJ)
Explain why $-20 < -10$ is a true statement. (LK)	At the bottom of your notes tell me the MVP in your own words (KS)	In warm-ups we do at the end of the week, “what did you learn this week?” in a complete sentence. (AB)
Describe how to find a number that complete	Do a whip it around your group reviewing the steps to solve this equation.	“Is 87 a composite number? Why/why not?” - their answers were written on post-it notes and then compiled to make a line plot.(LR)
Admit slip (subject matter taught the previous day): “What does it mean to find the prime factorization of a number?” (LR)	One Minute Reflection “Write about how to solve the following problems. $n-7$ for $n = 21$ (DW)	Explain how you know your answer will be positive or negative when multiplying integers, in complete sentences. Example: $-8 * 4$ (Don’t just answer the problem, explain your thinking.) (AB)
“Write about how to change the following fraction to a	Write about the steps to plotting points on a	Students had to write the rules for multiplying and dividing



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